

# Bennett Court Playgroup

Bennett Court Social Club, Axminster Road, LONDON, N7 6BN

<b>Inspection date</b>	13/10/2014
Previous inspection date	18/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from an exciting range of activities both indoors and outdoors, which support them in their individual development.
- Staff have a very good relationship with the children in their care as their key person. This supports children to settle and feel safe and secure.
- Staff develop very successful partnerships with parents. They implement systems of communication to ensure information is exchanged on a daily basis.
- The staff work very well as a team, with identified roles and responsibilities. They are supported by management to attend relevant training and update their qualifications to enhance the professional practice of the setting.

### It is not yet outstanding because

- The organisation of large group times do not take into account the differing needs of individuals. As a result, children who are settling-in or have specific needs become unsettled at times.
- The use of print in community languages is not promoted to support children to relate to their own identities and extend their awareness of different print.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke to staff, parents, and children throughout the inspection.  
The inspector spoke to staff in regards to the systems used for monitoring children's development, and looked at documentation, children's progress records, and planning documents.
- The inspector and manager carried out a joint observation of an adult-led focus activity.
- The inspector gathered information about the steps taken to assess staff suitability, and looked at a sample of the setting's policies and procedures.

## Inspector

Shaheen Belai

## Full report

### Information about the setting

Bennett Court Community Playgroup registered in 2009 and is managed voluntarily by parents and members of the community. The setting is situated within Bennett Court Social Club, in Holloway, within the London Borough of Islington. The setting has sole use of the premises when it is operating. Children have access to the large hall, outdoor play area and associated facilities.

The setting operates Monday to Friday during term-time only, from 9am to 3pm, offering part-time and full-time care. There are currently 19 children in the early years age range on roll. The setting receives funding for the provision of free early education to two-, three-, and four-year-old children. The setting currently supports children learning English as an additional language, and children with special educational needs and/or disabilities. Children who attend the setting come from within the borough. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The setting employs six members of staff including the manager, of these, all staff members hold appropriate early years qualifications and two staff members have achieved foundation degrees in early years.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- Review the grouping of children for circle-time activities, to reflect the individual needs/ages of the children attending, to prevent episodes of disruption and upset .
- Introduce the use of print in display, in community languages, to reflect the backgrounds of the children attending and offer children an awareness of different writing styles.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children in the setting are making strong progress in their learning and development. Staff work very well as a team and all have a good knowledge of the learning and development requirements. As a result, this enables them to support, promote and enhance outcomes for children. Staff provide a good amount of well-planned, purposeful activities in all areas of the setting, which enhances children's learning and development. The setting has good systems in place to identify children's abilities on entry, which are gained from their discussions with the parent at the time of settling in. This provides staff with information

to identify children's learning needs to plan forward. There are good systems of observation and assessment, which staff undertake regularly. Staff use photographs and written observations and make links to the learning and development requirements to monitor children's progress effectively. They complete the required progress check for two-year-old children and complete ongoing assessments to securely show how children progress. Staff share these with parents regularly to promote continuity to support children's learning and development, both at home and at the setting. Staff have a good awareness of children's backgrounds and individual needs, as they have developed close professional relationships with the parents.

They support children's communication and language skills very well. For example, they provide consistent questioning, conversations and singing. In addition, they support children learning English or those with limited language development with the use of picture symbols, basic signing, or using a vocabulary of relevant words in the child's home language. This promotes children to maintain communication. Children develop good listening skills as they listen to the staff at large and small-group times. However, there are some group times that are too large to benefit all children. This impacts on the flow of delivery from the staff, and for the children on the whole to benefit from the planned activity.

The range of mark-making opportunities to promote early writing skills is promoted very well throughout the setting. For example, the children have opportunities to free drawing, using glue spreaders to promote their wrist control, or use brushes to paint the fence with water. Staff highly promote independence to allow children to make choices in their play and access play resources from the low storage of play materials. The setting is rich in the use of picture labelling and the use of bold print in English. However, there is no use of print on display in the community languages to reflect the variety of backgrounds of the children attending and to show children that print can be in various styles. The book area is created to be a cosy den that is inviting children to look at books independently or with a member of staff. The use of books is extended throughout the setting as staff select books to be set out with specific play, for children to refer to in relation to the activity they engage in. For example, the hairdressing activity has books about haircare. This allows children to learn that books can also be informative as a point of reference.

Staff pick up on children's interest as they play, for example, as the children observed the rain dripping off the canopy outdoors. They offered children suggestions of collecting the rain water in small buckets, to explore the movement of water on their hand, and the different sounds created as the water increased. The children explore growing food and plants, learning the level of care required by them to nurture the growth. Children use their imagination well, as they create models using construction material in different forms, such as making umbrellas with straws. Children have free access to art materials, which promotes their creativity successfully. For example, they explore with paints, chinks, and sand using different tools and props. Children receive visits from other professionals in the community, such as to learn about road safety or a visit from the fire department to see the firefighters and their fire engine. In addition, the children also visit the local library regularly for story telling sessions.

The setting staff have made good links with the local community professionals to support

partnerships. These are seen as relevant to support children with identified special needs, to enable children to make the transfer to school smoothly, to support families with to access the services of the local Children's Centre's, and liaise with health professionals who are linked to the families.

### **The contribution of the early years provision to the well-being of children**

Children are confident, happy and build good relationships with their friends and staff at the pre-school. Children enter the setting with confidence and separate from their main carers with ease. This shows that they have formed trusting relationships with staff and their friends. Staff support those children that are being settled in to gradually have time away from the parent, without causing too much distress to both child and parent. Children develop a good sense of belonging, as they develop an awareness of the daily routine and their own needs. For example, they are aware of when lunch is to be served, or when they need to have a sleep. There is a lot of use by staff of visual props, such as displays of children's photographs to help support them to recognise the daily routine. This enhances children's self-esteem while helping them learn about how they fit into the setting. A recent review by the setting to strengthen the role of the key person and for each child to also have an identified key person has supported the children to develop a closer bond with the carers in their lives. For example, only the key person or a back-up key person will assist with nappy changing. Parents know their child's key person well and have developed strong bonds with staff to ensure they have an active role in their child's learning and development.

Children develop an understanding of keeping themselves safe. For example, on the day of inspection, children showed their awareness of why they could not play in a specific area due to a leak in the roof. This was further supported with regular reminders from staff. Overall, children behave well. This is because staff know the children very well and work with them to maintain a consistent approach in sharing and following the setting rules. Children benefit from the positive and consistent use of praise and encouragement they receive from staff. This supports the children to learn right from wrong, and therefore, there exists a sense of harmony within the setting.

Children play in well-organised, clean and child-friendly accommodation. Equipment, toys and resources are of good quality, and meet the children's individual ages and stages of development. Children benefit from regular fresh air and exercise in the free-flow garden environment in all weathers. In addition, the children also use the communal playground immediately outside the setting, visit the local park, and take walks to visit the community shops. Children have opportunities to develop their physical skills. For example, their balancing, steering, and climbing skills as they access a range of large equipment indoors and outdoors. Children develop an awareness of routine tasks to support their personal health, for example, they learn about the need to wash hands after messy activities, or why they need to wear aprons to protect their clothing when engaging in messy activities.

Children benefit from balanced and nutritious food at snack time, which supports their independence skills as they make selections of their own, and learn to use the dispensers

to serve milk or water for themselves. Staff meet children's individual dietary requirements from the information they gain from the parents. Staff work well in partnership with parents to promote children's understanding of healthy eating. For example, parents are advised and encouraged to provide healthy lunchboxes for their child. Mealtimes are a sociable occasion where staff sit and eat with the children. This promotes an opportunity, whereby staff develop children's good eating habits and good table manners.

### **The effectiveness of the leadership and management of the early years provision**

The managers and staff have a secure understanding of how to meet and maintain the safeguarding and welfare requirements. All staff have a secure understanding of their roles and responsibilities with regards to safeguarding children and they have all undertaken safeguarding training in the last month. Visitors to the premises sign a record documenting their time of arrival and departure. In addition, staff ask visitors and parents to adhere to the mobile phone policy. This helps to promote children's welfare. There are detailed policies and procedures in place, including safeguarding. These are all available to parents via the parent handbook, which staff provide to them. This enables parents to understand the setting's responsibilities and duty of care for the children.

The management team has a good awareness of the safer recruitment procedures, which enables them to ensure that all staff and committee recruited are suitable. Staff are well qualified and have regular opportunities to further enhance their knowledge and understanding through training. For example, two staff has gained degree level qualifications and have begun to implement positive changes within the setting. This has been welcomed by the remaining staff team and seen as a positive step forward. For example, the staff have implemented new systems for assessing children's learning, the key-person role has been strengthened, and the organisation of the play room has been re-arranged to reflect the different needs of the children. The majority of all the staff team is trained in first aid, which enables them to act accordingly in the event of a child needing minor medical attention. The management team support staff well in close communication, and regularly monitor their practice as a staff team. This helps staff to feel supported and results in a well-motivated staff team.

The management team has acted proactively since their last inspection and taken steps to meet actions and recommendations raised. For example, children's safety is promoted with appropriate steps taken to assess potential risks, and required documentation is in place. This has made a significant impact on the children's well-being, and learning and development. The management team and committee have an accurate understanding of the setting's strengths and have identified planned improvements in place to continue to enhance the provision for the children. The management team welcomes the regular input of the local authority advisory team to support and monitor them.

Parental partnership is very strong, and supported well from the onset of settling in. The daily exchange of information, the newsletters, the informative noticeboards and the regular meeting with parents to discuss their child's development, enhances the

partnership further. This encourages the parents to feel involved in their children's learning, development and improvements of the setting. On the day of inspection, the praise from parents was highly positive. A large number of parents were very keen to express their positive feedback. Some of the comments included praise of the staff, the warm welcome their child and they receive, the range of learning opportunities offered, and the progress achieved by the children in their learning from attending this setting. Parents also commended the sensitive, yet purposeful approach, of the staff with supporting them and their children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY390014
<b>Local authority</b>	Islington
<b>Inspection number</b>	815939
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Aubert Court Playgroup Committee
<b>Date of previous inspection</b>	18/11/2009
<b>Telephone number</b>	0207 263 3288

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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